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ABSTRACT

The manual provides guidelines for supervising the intern school psychologist and for establishing and evaluating the intern training center. It is aimed at field and university supervisors and also school administrators who are considering the training of interns. This revised bulletin, updates information and emphasizes current philosophy. The report consists of four chapters. The first chapter, a general introduction, discusses the purpose and philosophical orientation of the manual and lists unresolved problems. The second chapter includes: (1) suggestions on administering the program, (2) clerical procedures in placement and, (3) general program policies. The third chapter discussed the specific purposes of internships and contains a list of desirable experiences during the internship year. The last chapter is a description of a model internship program. The appendix contains a brief history of the internship program in Ohio, current Ohio standards for childstudy services, a list of guidelines for establishment of internship programs in local school districts, a list of professional course requirements for the school psychologist certificate, experimental alternate program information and a bibliography of the Ohio Division of Special Education Publications. (author/MD)

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THE INTERNSHIP PROGRAM IN SCHOOL PSYCHOLOGY

A Manual For University Trainers
and
Field Supervisors

Bulletin No. 2 of The Ohio Inter-University Council
on
School Psychology

REVISED

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STATE DEPARTMENT OF EDUCATION
Columbus, Ohio
1969

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A Manual for University Trainers and Field Supervisors

Bulletin #2 of the Ohio Inter-University Council on School Psychology

REVISED

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OHIO DEPARTMENT OF EDUCATION
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1969

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THE INTERNSHIP IN SCHOOL PSYCHOLOGY

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1962

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Finally, to Mrs. Marilyn Bogner, Secretary, a sincere thanks for efficiency and patience in preparing the manuscripts for publication.

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Chapter I

INTRODUCTION

A. Purpose of the manual.

The purpose of this manual is to provide guidelines for supervising the intern school psychologist and for establishing and evaluating the intern training center. The recommended procedures are written within the framework of the program standards adopted by the State Board of Education since stipends for interns are supported by the Ohio School Foundation Program. While it is directed primarily to the field and university supervisors, it will be of value, also, to chiefs of psychological services and to other school administrators in Ohio school systems that train or are considering the training of interns. The manual was prepared originally in 1962, by a committee of the Ohio Inter-University Council on School Psychology, and has since proved to be an invaluable aid in the training of intern school psychologists. This revision has been undertaken in order to update information, emphasize current philosophy, and make the manual generally more functional. Hopefully, it will receive even wider distribution than the original publication.

B. Philosophical orientation.

It is the opinion of the Council that the training of the school psychologist is the responsibility of several agencies. Optimum preparation will result only when there is close cooperative planning and programing among universities, local school districts, field agencies, and the Ohio Department of Education.

An internship differs from laboratory experience and practicum in that it follows the trainee's formal classroom learning and precedes his assumption of full responsibility as a school psychologist. Laboratory experience permits the student to apply

the specific skills learned as part of a course. The internship, on the other hand, supplies the student with an opportunity, under supervision, to develop high-level competencies in a school setting and to become a professionally oriented person before actually assuming the position of school psychologist.

The internship is regarded to be more than a mere job experience and more than simply an opportunity for maturation. It should involve such specifics as developing (1) responsibility and loyalty toward the school; (2) greater skill in communicating psychological findings, both in written and oral form; (3) critical judgment; (4) a professional attitude; (5) professional skills through additional practice and a variety of experiences; and (6) increasing responsibility and independence in individual diagnosis and other functions of the full-fledged school psychologist.

The internship should be the culminating experience in the university training program and should not come until the student has completed minimal academic requirements as set by the Ohio Department of Education and the trainee's university. It is further anticipated that the student will have been carefully screened and evaluated by the university trainers so that there is little doubt of his potential as a school psychologist when he is recommended for the internship, and that there is a clear understanding that he intends to give one year of service to the Ohio Public Schools following the internship year.*

C. Organization of the manual.

Various guidelines have been developed relative to the internship program and are included in this publication. Suggestions on administering the program, clerical procedures in placement and statements of general policy are presented in Chapter II. Chapter III presents in some detail the specific purposes of the internship and contains a list of desirable experiences during the internship year. In Chapter IV, a model internship program is described which incorporates the principles outlined in the preceding pages. The Appendix contains a brief history of the internship program in Ohio; the current Ohio Standards for Child-Study Services; a list of guidelines to assist the local school districts in establishing intern programs; a list of professional course requirements for the school psychologist certificate; information relative to the experimental alternate program for certification; and a bibliography of Division of Special Education publications

which may be of interest to the school psychologist and trainers of school psychologists.

D. A look to the future.

In the years since the inception of the internship program, a number of problems have been identified which have not been completely resolved:

1. The need to develop criteria and procedures for the screening and evaluation of school psychology trainees prior to the internship.
2. The need for better techniques for evaluating interns.
3. The need for closer communication between the university supervisor and field representatives in planning for and evaluating the progress of the intern.
4. The need to resolve the disparity which exists in the salaries paid to interns in the various school systems.
5. The need to recruit trainees for the school psychology program and to interest persons in this profession early in their careers.
6. The need to spell out the specific responsibilities of the local school district in terms of facilities to be provided, travel expenses for the intern, meeting places, released time for the intern from his job to attend out-of-school meetings, etc.
7. The need for follow-up research of past intern school psychologists.
8. The need to define more clearly the unique and complimentary roles of the university and local supervisors and representatives from the Division of Special Education.
9. The need to consider such problems as: the frequency of visits by the university supervisor, planning procedures during the first month of the internship when the university is not yet in session, self-evaluations by the intern as a method of identifying strengths and weaknesses and

*Program standards for child-study services adopted by the Ohio State Board of Education state that the "special education unit shall be approved only for those interns planning to provide at least one year of service as a school psychologist in the schools of Ohio subsequent to completion of the internship experience."

planning new experiences, part-time assignments of interns to local community agencies.

10. The need for group in-service training sessions for local supervisors, rather than all working independently and in isolation.

11. The need to investigate the effectiveness of different techniques of supervision (e.g., group vs. individual conferences, role playing, recording and reporting techniques, observations, etc.).

The Inter-University Council, with the aid of the Ohio Department of Education and field representatives, will continue, as always, to explore and seek out answers in these problem areas in the years to come. Refinement of procedures and techniques of supervision should evolve in the course of further discussions, research, and increased experience with interns on the job.

Chapter II

ORGANIZATION AND ADMINISTRATION OF THE SCHOOL PSYCHOLOGY INTERNSHIP

This chapter includes the recommendations of the Inter-University Council concerning the administration and supervision of school psychology internships in Ohio. In the outline which follows, Section A deals with general principles; Section B concerns the academic training and status of the trainee before and during the internship year; and Section C contains a list of recommended guidelines for the universities to follow in the placement of intern school psychologists. Section D includes a checklist of the steps to be followed in effecting placement. Section E contains sample forms which the university is requested to duplicate and forward to the local school system for submission to the Division of Special Education along with the intern's credentials at the time of placement.

General Principles of Administration and Supervision

A. The internship shall encompass one school year.

B. The internship in school psychology offered by each of the cooperating Ohio universities shall be:

1. A cooperative effort of psychology and education in so far as the administrative and instructional organization of the local university permits. Where channels for such cooperation do not exist it is suggested that possibilities be explored.
2. A three-way cooperative undertaking of:
   (1) the school system in which the intern is placed,
   (2) the assigning university, and
   (3) the Ohio Department of Education.

C. It is highly advisable that the state and private universities of Ohio that have interns for placement cooperate with each other on supervision and placement of interns where such cooperation will be of mutual benefit. The universities working through The Ohio Inter-University Council on School Psychology should offer joint practicum and workshop opportunities for interns and on-the-job training for local supervisors.

D. The local university shall consider the I.U.C.S.P. as a resource in establishing guidelines for the building of the internship program and in the co-ordination and supervision of state-wide intern placements.

E. The Division of Special Education, Ohio Department of Education, shall approve and recommend the school systems in which internships may be established. After such prior approval, utilization of specific school districts and the placement of interns are the responsibility of the university.

F. Intern placements are coordinated at the regular February meeting of the I.U.C.S.P. Each member university shall send an official representative to the intern meeting who will bring a list of his university's tentative interns for the following school year. Each university shall be assigned to school systems in which they may place their interns. The university representative **shall not** contact the school systems in his area of the state prior to the February meeting or before official assignments have been made.

G. Universities which share the placement of interns in specific areas of the state should meet prior to the February I.U.C.S.P. conference and discuss their placement needs and possibilities. Particular consideration should be given to multiple internship placements involving the cooperative planning of several universities.

H. It is the general policy of the Division of Special Education to approve an internship placement only for those persons 50 years of age or under.

I. The Division of Special Education should be contacted whenever special problems relating to intern placements are encountered.

Role of the School System and the Intern

A. While the needs of the local system must be taken into consideration in intern placement, the primary criterion of placement is adequacy of the system as an intern center. The intern program is not designed as a device for filling local staff vacancies nor as a source of psychometric assistance to the local school, but as an integral part of the training of new psychologists.

B. The intern is both an employee in the local school system and an active participant in the graduate training program of his university. *As such he has dual responsibilities.* All concerned must be cognizant of this situation in their dealings with the intern and should agree to accept each other's prerogatives in such dealings. The local school system and the university shall arrive at a written statement of agreement about these prerogatives before the intern is placed, although it is understood that the intern will function as a school employee under the administrative organization peculiar to the system to which he is assigned. Acceptance of an intern as an employee is the prerogative of the local school system.

C. Ordinarily an intern should not be placed in a school system in which he has served in another capacity (e.g., as teacher, school counselor, etc.). Experience has shown that the transition from one position to the other is often difficult when one's colleagues have known him in a different role. Furthermore, both the intern and the school system benefit from the exchange of new ideas often not possible when the intern receives all his training and professional experiences within the same system.

D. There shall be a single on-the-job supervisor directly responsible for the scope and evaluation of the intern's experiences. *Such supervisor will be employed by the local system as a school psychologist and shall be an Ohio certified school psychologist with at least two years of experience as a school psychologist, one of which shall have been in the system where the intern is being placed.* The foregoing does not imply that the intern will not work with various persons in the system, but ultimate supervisory responsibility shall be vested in the school psychologist described above.

E. The local system will cooperate in having the intern prepare any required reports. Among these could be:
   1. A weekly log representing a chronological reporting of daily activities.
   2. Case study reports.
   3. A topical quarterly log.
   4. A final evaluative report on the internship experience.

F. It is understood that the intern will devote his energies to activities that are considered appropriate for the school psychologist. He will not, for example, be required to serve as a substitute teacher or a school counselor, nor shall he be released from his psychological duties for activities not directly related to his role as intern (e.g., teaching a class on a regular basis). Furthermore, the intern shall not carry an excessive academic load during the internship. Nor shall he be released during school hours to attend university classes unrelated to the internship program or to engage in professional activities unrelated to his role as a school psychologist.

G. It is *expected* that all interns will attend the Annual Three-Day Intern Seminar held in February and sponsored jointly by the I.U.C.S.P., the Division of Special Education, and the Ohio School Psychologists Association. If during the course of the year the intern fails to live up to the agreements of his contract, he may be terminated from employment by the school system. Similarly, should the school system fail to live up to the agreements of the internship, the intern may be transferred to another system for the remainder of the year.

Role of the University Supervisor

A. There shall also be provided a university supervisor who shall make periodic supervisory visits during which he will observe the intern's work, discuss the intern's work with appropriate persons in the school system and conduct whatever other assessments of the intern's work he shall deem advisable. It is the responsibility of the university supervisor to structure his supervision.
   1. The university supervisor's reasponsibility is instructional as well as evaluative and record keeping.

2. The university supervisor while directly responsible to the Graduate School of his university shall work in close cooperation with the Ohio Department of Education.
3. The university supervisor will inform the local school as to the kind and extent of supervision he will make on each of his scheduled visits. The university supervisor's schedule shall be made explicit and a matter of record.
4. An adequate number of visitations will be made by the supervisor to enable him to evaluate and observe the entire scope of intern experiences which his intern is undergoing.

Academic Training and Status of the Intern School Psychologist.

A. Course Work

1. Twenty-four semester (thirty-six quarter) hours of graduate work leading to the Master's degree, as prescribed by the Ohio Department of Education shall have been completed **before** an internship may begin.* These are minimum standards established by the Ohio Department of Education. Additional courses are required by the participating universities.
2. The internship should be preceded by a pre-intern orientation course, or its equivalent in professional problems of the school psychologist.

B. Credit

1. During the time a student is on internship he shall be a regularly registered student on his campus, carrying a course number assigned to the internship. Credit for such internship should not exceed approximately 9-12 semester hours or 15-18 quarter hours for the entire year. A pattern such as 5-5-5 is recommended for universities on the quarter system and of 6-6 for universities on the semester system.
2. Credit hours for the internship may not be included in the basic 24 semester (36 quarter) hours required for the Master's degree, but the Master's may be

*See page 23 of this chapter and Appendix D for a list of specific course requirements.

granted either before or after the internship depending upon the preference of the university granting the degree.

Guidelines for the Placement of Intern School Psychologist.

The following outline has been prepared as an aid for university personnel in arranging placements for intern school psychologists. The recommended procedures are written within the framework of program standards adopted by the State Board of Education since stipends for interns' salary are supported by The Ohio School Foundation Program.

General Coordination of Placement at the University.

One faculty member from the university sponsoring the internship should be delegated the responsibility for the coordination of the internship training program, for the placement of interns, and the direct liaison work with the Division of Special Education and the administrative staff of the local school district.

Frequently, however, a faculty member other than the person in charge of placement will be the student's major advisor. Once a decision has been made by the student's major advisor that the student is ready for internship, the major advisor should inform the university coordinator. This notification should occur before February 1 of any calendar year, in order to allow sufficient time for placement. *An internship placement may not be arranged except through the university coordinator.*

It should be made clear to the student that once a commitment has been made to go on internship that he is obligated to follow through. He should not be permitted to change his plans after the university coordinator and the Division of Special Education have become involved in the time-consuming and expensive mechanics of estblishing an internship placement for him.

Intern school psychologists must: (a) hold a provisional certificate for teaching in Ohio, or meet the requirements of the alternate experimental route*, and (b) have completed a minimum of 24 semester hours of graduate credit distributed according to state certification standards, the student is granted a temporary

*See page 24 of this chapter and Appendix D for a list of specific requirements under the experimental alternat route.

certificate in child study while on internship. It is not necessary, however, that the intern complete all requirements for the Master's degree before going on internship. All faculty advisors of students in the school psychology program should be made aware of these requirements to insure a clear articulation of the academic program. Occasionally, a student may lack a required course by the time he is expected to report for internship. In such cases he might be scheduled for the course while in the field. *However, all such exceptions must be cleared with the Division of Special Education and the Division of Teacher Certification prior to August 1 in order to insure temporary certification for the student.*

Approval of Training Centers by the State Division of Special Education.

If the student trainee is to meet certification requirements in child study, he must be placed by the university in a school program approved by the Division of Special Education. If a local school district is interested in the cooperative internship program, the administrator in charge should write to the Division of Special Education requesting an evaluation of its psychological services program as a potential internship training center. Staff members for the Division usually visit the school program and formally evaluate its quality.* Following their field visit, the Division sends to the local school a full report of the positive and negative features of their program. If the school is approved as an intern training center, a letter is sent to that effect. The school, in other cases, may be required to improve certain aspects of its program before becoming eligible as a training center and a list of the specific weaknesses or inadequacies of the program will be provided.

Approval of Training Centers by the College or University.

Once a school program is approved by the Division of Special Education, the school administrator will write or otherwise inform the nearest university that they are interested in having an intern placed there. The university coordinator should schedule an appointment to visit the local program himself in order to evaluate whether or not it would be an adequate placement for an intern.

*See Appendix B: Procedures for Eestablishing an Internship in School Psychology, Division Policy for Intern Training Centers in School Psychology, and Program Standards for Special Education Units.

During his visit to the school system, the university coordinator, in collaboration with the local school administration and the local supervising school psychologist, shall draft a broad outline of experiences available for the intern. The local school psychologist might be asked to mail a more detailed outline to the university coordinator prior to final approval.

The outline of experiences signed by both the supervising university and the local school system constitutes a statement of agreement to cooperate in the training of the intern and *must be included as a part of the intern's application document for temporary child study certification.*

Arranging for the Placement of Individual Students on Internship.

Once a training center is approved, and following an informal conference of the university supervisor and local school administration, the student is referred to the school system. After this interview the school administration is asked to indicate by letter whether or not the student is acceptable. Interns are committed to accept assignment to that school, should they prove acceptable to the school administration. The student should not be permitted to interview elsewhere, unless disapproved by the school system *where he was initially referred. According to present legislation of the State of Ohio, the intern must be paid a salary equivalent to that of a teacher with comparable training and experience.*

Preparing a Detailed Outline of Planned Experiences.

As previously stated, the university coordinator, in collaboration with the responsible person in the schools, should prepare a detailed outline of the experiences planned for the particular intern. Experiences should be geared to the unique needs of each intern and should be developed in reference to the particular strengths and weaknesses of the school program itself. One approach in developing a flexible program for each intern is to ask the student to check experiences he feels he needs on some comprehensive outline. (For example, see Section B throughout Chapter III, **Desirable and Useful Experiences.** This could occur at the time the student is enrolled for professional problems or pre-internship orientation courses.

Final Administrative Details.

A. Finally, the university coordinator should forward the following items to the school system in which the intern has been placed by August 1st or earlier:

1. An application for temporary certification in Child Study and a $2.00 money order, both properly filled out by the intern as indicated.
2. One copy of the intern's complete transcript of graduate credits.
3. A letter which gives the number of the intern's teaching certificate; recommends the intern's placement in the school system; agrees to provide the necessary university supervision; and which includes a statement that the intern meets the standards established for the program (or an explanation of any deviations from these standards). A check list may also be used by the university coordinator to indicate which of the requirements the intern has completed. Sample forms for this purpose will be found on pages 22 and 24.

B. The correct form for application for temporary certification is the same form as is used for temporary teaching certification. The area of speciality is to be listed as "individual child study."

Individuals holding teaching certification in states other than Ohio must secure Ohio teaching certification or must otherwise qualify under the experimental alternate route of training for school psychology (see Appendix D).
Catalog course descriptions **must** be provided with out-of-state transcripts for each course submitted to meet Ohio certification requirements.

The transcript of credits submitted for each student will be analyzed by the Division of Teacher Education and Certification and a copy of the analysis will be sent to the applicant and the training university. The Ohio Department of Education should be contacted regarding any question related to the transcript analysis.

C. Before August 15, the local school system should forward to the **Division of Special Education** the following items:

1. The application for temporary certification including:

the $2.00 money order; a copy of the intern's transcript of graduate credits; a copy of the letter from the Division of Special Education approving the district as an intern training center.

2. The outline of experiences to be provided for the intern (see **Preparing a Detailed Outline of Planned Experiences, page 11**).
3. The letter from the supervising university (see **Approval of Training Centers by the College or University, page 10**).
4. A check list with the requirements which the intern has completed will be included if received from the university (see **Approval of Training Centers by the College or University, page 10**).

Continued Planning of Experiences.

A. The student's readiness for various levels of work should be determined jointly during the school year by the local and university supervisors. Generally, the policy should be to start the intern on routine assignments under close supervision and gradually increase the complexity of his work, until by the end of the year he is functioning as a full-fledged psychologist.

B. The university supervisor should have an individual conference with both the intern and the local supervisor at regular intervals. Group conferences might also take place. These conferences might be organized around discussion of case material, test interpretation, problems of follow-up, or other current problems faced by the intern or the local supervisor.

University Guidelines for Placement: A Reminder Checklist.

A. _____ Obtain the student's declaration of intention to go on the internship by February 1.

B. _____ Obtain the student's declaration of intention to serve at least one year as a school psychologist in Ohio subsequent to the internship.

C. _____ Check requirements for temporary certification:

_____ Obtain the number of the student's teaching certificate.

_____ Check to insure that the student has completed a minimum of 24 semester hours (36 quarter hours) at the graduate level in the following areas:

The Content of Psychology (including at least least one course each in learning, personality, and development)	8 hours
Group Measurement and Evaluation	8 hours
Statistics	2 hours
Psychological Study of Children	8 hours
Psychology of Counseling	2 hours
Role and Function	2 hours

D. _____ Forward the following items to the school system:

_____ The application for temporary teaching certification with the area of specialty listed as "individual child study."

_____ The $2.00 money order.

_____ A copy of the intern's transcript of graduate credits including a catalogue course description if any course credits were obtained out of state.

_____ The letter recommending placement and agreeing to provide the necessary university supervision, including a statement that the intern meets the standards established for the program and giving the number of the intern's teaching certificate.

_____ A checklist indicating which of the requirements the intern has completed may also be included (see Appendix C).

E. _____ Remind the school system to send all of the above forwarded items plus the following items to the Division of Special Education.

_____ A copy of the letter from the Division of Special Education approving the district as an intern training center.

_____ The outline of experiences to be provided for the intern, co-signed by the university and local supervisors.

_____ The letter from the supervising university.

ALL THESE ITEMS MUST BE RECEIVED BY THE DIVISION OF SPECIAL EDUCATION BEFORE AUGUST 15TH.

University Guidelines for Placement Via the Experimental Alternate Route: A Reminder Checklist.

A. _____ Obtain the student's declaration of intention to go on internship by February 1.

B. _____ Obtain the student's declaration of intention to serve at least one year as a school psychologist in Ohio subsequent to the internship.

C. _____ Check requirements for temporary certification:

_____ Check to insure that the student has completed a minimum of 24 semester hours (36 quarter hours) at the graduate level in the following areas:

The Content of Psychology (including at least one course in learning, personality, and development).	8 hours
Group Measurement and Evaluation	2 hours
Statistics	2 hours
Psychological Study of Children	8 hours
Psychology of Counseling	2 hours
Role and Function	2 hours

_____ Check to insure that the student has completed a minimum of 15 semester hours (23 quarter hours) of prescribed coursework (graduate and/or undergraduate) in the following areas:

Foundations in Education	Min 1 course
Elementary or Secondary Curriculum	Min 1 course
Special Methods in Basic Skills	Min 1 course
Educational Administration and Organization	Min 1 course
Educational Psychology	Min 1 course

_____ Twenty-five (25) school days of systematic observation and planned participation in the school and classroom.*

D. Forward the following items to the school system:

_____ The application for temporary teaching certification with the area of speciality listed as "individual child study."

_____ The $2.00 money order.

_____ A copy of the intern's transcript of graduate and undergraduate credits including a catalogue course description if any course credits were obtained out of state.

_____ The letter recommending placement and agreeing to provide the necessary university supervision, including a statement that the intern meets the standards established for the program via the experimental alternate route.

_____ A checklist indicating which of the requirements (regular and alternate) the intern has completed may also be included (see Appendix C).

E. Remind the school system to send all of the above items plus the following to the Division of Special Education.

_____ A copy of the letter from the Division of Special Education approving the district as an intern training center.

_____ The outline of experiences to be provided for the intern, co-signed by the university and local supervisors.

_____ The letter from the supervising university

ALL THESE ITEMS MUST BE RECEIVED BY THE DIVISION OF SPECIAL EDUCATION BEFORE AUGUST 15TH.

*This requirement may be fulfilled during the first 30 days of the internship and/or prior to the internship and may or may not be for academic credit, at the discretion of the university.

Chapter III

MAJOR PURPOSES OF THE SCHOOL PSYCHOLOGY PROGRAM AND SUGGESTED EXPERIENCES FOR THE INTERNSHIP YEAR

The major goal of the internship is to bring the trainee to the level of minimal professional competency which will enable him to provide adequate service as a school psychologist.

Trainees do not come to the internship with the same background of experiences or set of needs, and it is not expected that the content of the internship should be exactly the same for each intern. However, there are areas of knowledge and skill which the profession considers basic to the practice of school psychology.

The outline which follows contains the recommendations of the Ohio Inter-University Council for School Psychology regarding the major purposes and goals of the internship. These purposes and experiences should not be viewed as set requirements but are intended to provide the university trainer and the field supervisor with suggestions for structuring the internship program.

Orientation to Public School Organization.

A. Goals

1. To develop a broad understanding of the organizational framework of the public schools.
2. To provide a general orientation to administrative policies and personnel practices in the public schools.
3. To thoroughly acquaint the intern with the role and function of the various specialists on the school staff in the areas of child study, guidance, pupil personnel, curriculum development, etc.

B. Desirable and Useful Experiences

1. Assignment to elementary, junior and senior high schools during the school year in order to become closely acquainted with all aspects of the operation of the school system.
2. Attendance at board of education meetings.
3. Attendance at building principal and classroom teachers' staff meetings.
4. Participation in child study staff meetings.
5. Participation in pupil personnel staff meetings.
6. Participation in School counselor staff meetings.
7. Participation in special education staff meetings.
8. Participation in meetings of special committees established to examine presenting areas of concern to the school.

Orientation to the Organization of Psychological Services in the Public School.

A. Goals

1. To gain an understanding of both the unique and the common problems involved in the organization of psychological services in the schools.
2. To become familiar with the office and clerical procedures involved in the organization of psychological services in the schools.

B. Desirable and Useful Experiences

1. Discussions with the Director of Psychological Services about problems encountered in organizing and administering psychological services and ways of solving them, as well as involvement in problems of organization and administration where possible.
2. Observations of other school psychological service programs in nearby communities, including visitations to psychological service departments of other school systems. *Temporary assignment in another school system may be arranged if it is agreeable to both school districts and the university supervisor.*
3. Exposure to clerical methods and procedures.
   a. Inspection of record and report forms: descriptive

bulletins, referral forms, psychological report forms, cumulative folders.

b. Inspection of filing and index systems.
c. Assembly of personal file on test catalogs and other source of supplies.
d. Inspection of order request forms for material and supplies.

Orientation to School Psychological Services in Relation to the Community.

A. Goals
   1. To provide knowledge of the variety of services offered to school age children by professional persons or facilities.
   2. To develop an understanding of the place of the school and its psychological program in the community, especially the relationship of the school psychologist to community referral and to welfare services.
   3. To develop an acquaintance with community class programs for trainable retarded children.
   4. To familiarize the intern with parent and private groups concerned with the welfare of exceptional children and the education of children in general.

B. Desirable and Useful Experiences
   1. Visits to (with discussion of programs):
      a. Child guidance clinics and clinics for the mentally retarded.
      b. Child welfare agencies (e.g., Aid to Dependent Children and Childrens Home, Child Welfare Board).
      c. Family service agency (e.g., Child and Family Service).
      d. Speech and hearing centers.
      e. Juvenile Court and detention facilities.
      f. Residential treatment centers for children.
      g. Psychiatric hospitals.
      h. City and county health departments and medical clinics.
      i. Office of economic opportunity centers.
      j. Settlement houses, Boys Club, Y.M.C.A., Y.W.C.A., recreation projects, etc.

k. State schools for the blind and deaf.
l. State schools for the mentally handicapped (e.g., Columbus State Institute).

2. Information about special services:
   a. Community Chest or United Fund offices.
   b. State vocational rehabilitation services.
   c. Ohio State Employment Services (including job corps).
   d. Service organizations such as Rotary, Lion, Optimist, B'nai B'rith.
   e. Special groups interested in helping youth, (e.g., Big Brothers).
   f. Psychiatrists, pediatricians, and other medical personnel.
   g. Reading therapists, speech therapists, tutors, psychologists, social workers, etc. in private practice.
3. Conferences with representatives of community agencies concerning educational and therapeutic planning, referral, follow up, etc.
4. Visits to Community Class programs for trainable retarded children.
5. Visits to sheltered workshops for mentally and/or physically handicapped children conducted by Community Classes, Goodwill Industries, or other agencies.
6. Attendance at meetings and talks to parent groups.
   a. P.T.A.
   b. Mother study clubs
   c. Child Conservation League
   d. Parent groups of handicapped children such as the deaf, blind, retarded, cerebral palsied, neurologically handicapped, etc.

Orientation to the Teacher's Responsibilities in the Classroom.

A. Goals
   1. To foster an awareness of the developmental sequence of academic skills.
   2. To develop skill in sensitizing teachers to the implications of individual differences as they relate to the learning process.

3. Develop effectiveness as a consultant to teachers and other school personnel in the development of a positive mental health atmosphere in the schools.
4. To become familiar with instructional materials and techniques.
5. To develop awareness of the problems of group management.
6. To develop skill in interpreting classroom behavior within an educational-learning framework.
7. To develop skill in working with teachers.
8. To develop skill in establishing and maintaining communication with teachers and principals.

B. Desirable and Useful Experiences
1. Conferences with personnel responsible for curricular development.
2. Planned observations of classes with supervised participation wherever possible:
   a. Elementary, junior high, and senior high classes.
   b. Special classes for educable retarded children at all levels.
   c. Special programs for the learning impaired at all levels.
   d. Special programs for the visually handicapped.
   e. Special classes for children in need of behavior modification (emotionally and socially).
   f. Programs for neurologically handicapped children.
   g. Programs for gifted children.
   h. Vocational and occupational programs.
   i. Remedial instructional programs.
3. Discussions with classroom teachers.
4. Discussions with superintendent of schools.
5. Discussions with building principals.
6. Attendance at in-service training workshops, i.e., programs for classroom teachers.

Orientation to the School Psychologist's Global Commitment to Education.

A. Goals
1. To develop an understanding that the goals of the

school psychologist are the same as those of the school and its professional staff.

2. To develop an understanding that the value of the school psychologist lies in his ability to facilitate the efforts of other members of the school staff.

B. Desirable and Useful Experiences

1. Exposure to the school psychologist's role in the following activities:
   a. Identification of the needs of the school system for special education programs.
   b. Preparation of proposals for special education programs.
   c. Development of an understanding of special needs of exceptional children among staff and community groups.
   d. Formulation of recommendations regarding the development and evaluation of special programs.
   e. Consulation to teachers, coordinators, and curriculum supervisors in special education.

Development of Skills in the Diagnostic Study of the Individual Child.

A. Goals

1. To provide a broad experience in the diagnostic evaluation of exceptional children at various age levels.
2. To provide a broad experience with children who present a wide range of problems in terms of school placement and programing.
3. To expand the experience of the intern with various diagnostic tests including intelligence and achievement tests, special tests used in the assessment of children with physical, sensory and mental handicaps, developmental scales, and projective techniques for personality evaluation.
4. To provide supervised experience in the administration, scoring and interpretation of individual tests, and in interviewing techniques.
5. To develop skill in identifying factors which influence learning efficiency and classroom behavior, i.e., pupil teacher interaction.

6. To sensitize the intern to sources and value of information in formulating diagnostic impressions and recommendations, i.e., previous psychological testing, achievement tests, cumulative folders, socioeconomic and demographic data, classroom and playground behavior, medical history, etc.
7. To assist the intern in the integration of all diagnostic findings into a useful and understandable written report which provides realistic recommendations pertinent to the case.

B. Desirable and Useful Experiences

1. Experience evaluating a variety of types of exceptional children at various age levels including:
   a. Mentally handicapped children.
   b. Orthopedically handicapped children.
   c. **Children with learning disabilities (variously called brain injured, neurologically handicapped, perceptually impaired, with minimal cerebral dysfunction, etc.).**
   d. Children with speech impairments.
   e. Children with language handicaps.
   f. Children in need of behavior modification programs.
   g. Hearing impaired children.
   h. Visually handicapped children.
   i. Culturally disadvantaged children.
   j. Gifted children.
2. Experience with a variety of kinds of referral problems including:
   a. Eligibility for underage admission to school.
   b. Exclusion of children and eligibility for community classes.
   c. Classroom placement (retention, promotion).
   d. Adjustments in classroom teachers or changes in academic program.
   e. Evaluating causes and/or disabilities resulting in underachievement or specific failures in reading, arithmetic, etc.
   f. Learning and behavior problems.
3. Experience with a wide variety of diagnostic tests. The following groupings comprise a substantial sampling of tests. Exposure to many of the tests in each

grouping is advisable in order to acquaint the intern with a variety of diagnostic tools which can be flexibly used according to the needs of the diagnostic situation. However, it would be impossible for the intern to become proficient in all of these techniques in a year's time. If tests are to be used as psychodiagnostic instruments in which the total behavior exhibited in the test situation is evaluated, then intensive work and experience which covers specific instruments is required. In the long run, training for skills in depth on a representative sample of the more valid instruments will enable the intern to recognize the wealth of behavioral material available, as well as foster realistic recognition and appreciation of the limitations of test instruments.

a. Intelligence Tests:
   Stanford - Binet, Form L - M (and knowledge of Forms L and M)
   Wechsler Intelligence Scale for Children
   Wechsler Adult Intelligence Scale
   Wechsler Preschool and Primary Scale of Intelligence
   Pictorial Test of Intelligence
   Leiter International Performance Scale, Arthur Adaptation
   Arthur Point Scale of Performance Tests, Form II
   Merrill-Palmer Scale of Intelligence Tests, Cattell Infant Intelligence Scale
   Interim-Hayes Binet
   Columbia Mental Maturity Scale
   Peabody Picture Vocabulary Test
   Ammons Full Range Picture Vocabulary Tests (and Quick Test)
   Goodenough-Harris Draw-A-Man Test
   Raven's Progressive Matrices Test
   Nebraska-Hiskey Test of Learning Aptitude
b. Specialized tests oriented toward relatively specific areas of functioning:
   Bender Visual - Motor Gestalt Test
   Graham-Kendall
   Rutgers Drawing Test
   Ellis Visual Designs
   Frostig Developmental Test of Visual Perception

Wepman Auditory Discrimination Test
Oseretsky Tets of Motor Proficiency
Dominance Tests (Blau, Harris, etc.)
Wechsler Memory Scales
Ontario School Ability Examination
Detroit Test of Learning Aptitude
Halstead-Wepman Screening Test for Aphasia
Illinois Test of Psycholinguistic Abilities
Vineland Social Maturity Scale
Caine-Levine Social Competency Scale

c. Education Achievement Tests:
Durrell Analysis of Reading Difficulty
Gilmore Oral Reading Test
Gray Oral Reading Paragraphs
Gates Reading Diagnostic Tests
Monroe Diagnostic Reading Examination
Gates Reading Survey
Durrell Reading Capacity Tests
Harrison-Stroud Reading Readiness Tests
Metropolitan Readiness Tests
Lee Clark Reading Readiness Test
Wide Range Achievement Tests
Metropolitan Achievement Tests
Stanford Achievement Tests
SRA Achievement Series
Iowa Tests of Basic Skills
California Achievement Tests

d. Projective Tests:
Children's Apperception Test
Michigan Picture Story Test
Thematic Appreception Test
Make a Picture Story Test
Sentence Completion Tests (Forer, Rotter, Rohde, etc.)
Hand Test
Machover Draw-A-Person Test
House-Tree-Person Test
Draw-A-Family Test
Bender Visual-Motor Gestalt Test
Kahn Test of Symbol Arrangement

e. Miscellaneous:
The intern should also familiarize himself with

non-standardized measures such as teacher rating scales, sociometric devices, etc.

4. Diagnostic interviews with teachers, parents, social agencies, physicians, etc.
5. Diagnostic observations of the child in the classroom, on the playground, in the lunchroom, etc.
6. Frequent and regular conference with the supervising psychologist regarding collection of data, interpretations of data, report writing, etc.

Development of Understanding of the Group Testing Program in the Schools.

A. Goals
   1. To orient the intern to the problems involved in the organization and administration of the group testing program in the school.
   2. To broaden knowledge of achievement, intelligence, personality, aptitude, and other group tests, and procedures for their administration, scoring, and tabulation.
   3. To orient the intern to such problems as reporting and evaluation of group test results, the preparation of test calendars and bulletins, the training of teachers and building principals in group test administration, the procurement of tests, etc.

B. Desirable and Useful Experiences
   1. Exposure to selection of group tests.
   2. Exposure to administering, scoring, and tabulating group tests.
   3. Exposure to the reporting and evaluation of group test findings, mental health surveys, sociograms, etc.
   4. Exposure to the preparation of test calendars and bulletins regarding group testing.
   5. Observation of the training of teachers or other personnel in group test administration.

Development of Skills in Interviewing and Counseling.

A. Goals
   1. To develop skills in diagnostic interviewing.

2. To develop skills in parent interviewing and counseling.
3. To develop skills in teacher interviewing and counseling (individually and in groups).
4. To develop skills in interviewing and short-term counseling with pupils (individual and groups).

B. Desirable and Useful Experiences

1. Interviews with teachers, parents, the child, etc., in which the primary purpose is to obtain information about a child's behavior which aids in the formulation of a diagnostic impression.
2. Parent counseling involving communication of psychological findings, behavior management and implementation of recommendations.
3. Teacher counseling regarding the teacher's involvement in the behaviors of his children.
4. Individual and group counseling of pupils.
5. Frequent and regular conferences with the supervising psychologist regarding the techniques and practice of counseling.

Development of Skills in Consultation and Teamwork Effort.

A. Goals

1. To develop familiarity with the routine procedures involved in follow-up of the plans and recommendations formulated for individual children.
2. To develop effective techniques of communication and participation as a member of a team of professional specialists representing a variety of skills, training, philosophy, and modes of operation.
3. To develop skills in the oral interpretation of test findings to children, parents, teachers, building principals, and other members of the school staff.
4. To develop skills in the presentation, discussion, and implementation of diagnostic findings in professional group conferences.
5. To develop skill in the effective referral and follow-up of cases to child guidance clinics, community classes, and other community agencies.
6. To develop an awareness of the psychologist's contribution in such areas as pupil personnel, special edu-

cation, evaluation, pupil mental health, teaching method and classroom management, curriculum planning, etc.

B. Desirable and Useful Experiences
   1. Instruction by the supervising psychologist as to school policies, customary channels of communication, procedures, (including forms) needed for interdepartmental referrals, etc.
   2. Conferences with individual teachers and building principals to interpret results of diagnostic studies of individual children.
   3. Experience in interpreting group test results to teachers.
   4. Participation in case conferences with other Specialists (school social workers, school counselors, speech and hearing therapists, etc.) in joint effort to develop and carry out educational and treatment plans.
   5. Participation in case conferences with community agencies.
   6. Participation in the activities of such committees as curriculum evaluation, teacher personnel, special education, pupil mental health, teaching methods, classroom management, human relations, etc.

Development of Skills in In-Service Training.

A. Goals
   1. To develop skills in researching and organizing information for presentation to groups.
   2. To develop skills in group participation and in leading group discussions.
   3. To develop skills in effective public speaking.
   4. To provide experience in the organization of workshops, seminars, etc.

B. Desirable and Useful Experiences
   1. Serving as discussion leader, public speaker, etc., before staff groups.
   2. Participation in workshops or conferences on such topics as:
      a. Psychological services of the school system.

b. Child development.
c. Interpretation of test results.
d. Administration and scoring of tests.
e. Limitations of IQ, projective techniques, etc.
f. Appraisal of case histories and case studies.
g. Techniques of parent-teacher conferences.
h. Educational planning, identification of emotionally disturbed, neurologically handicapped, gifted, and other types of exceptional children.
i. The emotional needs of children.
j. School and community resources for the mental health of pupils.

Development of Research Skills.

A. Goals
   1. To alert the intern to the opportunities and limitations of research in the school setting.
   2. To develop skills in research design and in the identification of research problems in the school.

B. Desirable and Useful Experiences
   1. Conduct research or special studies of personal interest, which may or may not be related to the intern's thesis or project.
   2. Participate in on-going research studies in the schools:
      a. Assist in the compilation of statistical data.
      b. Report the results of group tests and the implications for program development.
      c. Evaluation of the effectiveness of psychological services in the school.
   3. Research study under the supervision of the university advisor or other graduate faculty.

Stimulating Continued Study and Professional Growths.

A. Goals
   1. To stimulate curiosity and openness to new ideas.
   2. To stimulate the seeking of new knowledge and skills to improve professional effectiveness.
   3. To enhance a sense of professional commitment.

B. Desiring and Useful Experiences

1. Attend university seminars and workshops for intern psychologists.
2. Attend the annual invitational intern three day seminar sponsored by the Inter-University Council on School Psychology, The Ohio School Psychologists Association, and the Ohio Division of Special Education.
3. Affiliate with national, state and local professional organizations (APA, NASP, OSPA, OPA, CEC, etc.) and participate in regular meetings.
4. Become involved with child guidance clinic or other facility for specialized training.
5. Subscribe to professional journals, book clubs, etc.

Chapter IV

THE INTERNSHIP PROGRAM IN SCHOOL PSYCHOLOGY: A WORKING MODEL

The internship model described in the following pages has been an experimental program for the past five years and is presently being followed at the university in Ohio.* Many of the procedures detailed in the model are not novel or unique. In fact, most of them have been suggested in Bulletin No. 2 of the Ohio Inter-University Council on School Psychology, published in 1962. The value of the model is that: (1) it has been conceptualized and written as a unit; (2) it has been applied; and (3) it works.

The students who have gone through the rather busy schedule required by the model offer strong support for it. The consensus is that the experiences provided during their internship were challenging and necessary.

Overall School Psychology Program.

The program in school psychology at this university is under the direction of the education department but is a cooperative enterprise of both the education and psychology departments. Goals, standards, and guidelines for the implementation of the academic program and the internship are the responsibility of an advisory committee with equal representation of members from both departments.

The school psychology program consists of 39 semester hours of academic courses followed by 12 semester hours of internship (fall and spring semesters). It leads to a Master of Arts degree and to certification in school psychology by the Ohio State Department of Education. Many of the students who

*Model prepared by Carlos F. Cortes, Ph.D., Case Western Reserve University, Cleveland, Ohio.

have completed the program are now working towards a doctoral degree in educational psychology.

A member of the university faculty who is a certified school psychologist in Ohio serves as director of the program. The director is assisted by two doctoral students who are also certified school psychologists in Ohio with several years of experience in the field. As university lecturers, they help the director with the field supervision of the interns.

Internship Program.

A. Administrative Considerations

Similarly to other universities in Ohio which have internship programs, this institution subscribes to the premise that the internship program in school psychology must be a cooperative enterprise involving the student, the university, the school district, and the Division of Special Education, State of Ohio.

Before proceeding with the description of the internship procedures, it may be well to discuss rather briefly some of the administrative aspects and basic responsibilities which correspond to each partner in the enterprise.

1. The Student

To be accepted in the school psychology program, the applicant must:

a. Meet the requirements for acceptance to the graduate school of the university.
b. Meet the academic standards of the school psychology program.
c. Have personal interviews with members of the school psychology advisory committee.
d. Possess a teaching certificate or be willing to fulfill the academic requirements of the alternate experimental program.

To be accepted to the internship program, the student must:

a. Have satisfactorily completed all the academic courses required in the program. This is of particular importance in this model because of the heavy load which the student carries during the internship.

b. Provide a written statement of willingness, backed up by a clear understanding and a sense of moral obligation to the effect that after completion of the internship program, he or she will work in the State of Ohio as a full time school psychologist for a period of at least one year.

2. The University

The duties of the director of the program do not significantly differ from the directors of programs at other institutions in Ohio. Aside from his academic and departmental responsibilities he:

a. Maintains close relationships and contacts with top level administrators, pupil personnel directors, and school psychologist supervisors in school districts which participate in the university's internship program. The professional intent of this relationship is to learn of their needs and to aid in any other matter that may arise in employment and training of the interns-for example, giving advice on how to make arrangements to secure temporary certification for the interns.

b. Contacts administrators of nearby school districts which have potentials to become state-approved training centers for interns. The director explains the profession of school psychology to them, clarifies misconceptions, conveys to them the needs of the university and of the students for adequate training facilities, and also points out the responsibility of the community to help meet the needs of the schools for well trained school psychologists. He supplies information and gives guidance on how a school district can obtain state approval as an internship training center.

c. Becomes the advisor of all students who are admitted to the school psychologist program. This prearranged procedure facilitates the planning of the complete academic program as well as encourages an early and close contact between the director and the student.

d. Initiates contacts with the school districts for the placement of students into internship after they

have finished the academic program. He then follows up until placement is assured.

e. Plans a schedule for supervision of interns in the field. Generally, students are visited in their districts every other week or more often if needed.

f. Conducts bi-weekly seminars at the university campus which all interns must attend throughout the internship.

3. The School District

The main requirements for a school district to participate in the internship program are fairly well stipulated by the State Division of Special Education.

They are:

a. The school district has a sound school psychology program with a full time school psychologist who has had two or more years of experience.

b. It must meet the standards for approval as a training center which have been set by the Division and by the university.

c. The school district is sympathetic to the problems and demands that the intern will face, not only as an employee of the school system but also as a student in the graduate program at the university.

d. The university director invites all participating field supervisors to a meeting at the university during the first week of the internship. The purposes of this meeting are:

(1) To discuss and clarify the responsibilities of the school districts and of the university.

(2) To make plans and develop schedules for the smooth operation of the supervisory activities.

(3) To encourage a close interaction between field supervisors and university personnel.

e. A well-structured plan of operations and experiences which the intern needs is offered to those who may want it. Others may need only overall guidelines which generally require the field supervisors to:

(1) Observe and work with the interns in the administration of several individual intel-

ligence, personality, achievement, and other special tests.

(2) Observe and work with the interns in the handling of complete individual case studies.

(3) Help the interns with report writing and recommendations.

(4) Observe and work with the interns in teacher and parent conferences.

(5) Provide the interns with the opportunity of observing classrooms and working with teachers.

(6) Involve the interns in talks and in-service training with teachers.

(7) Arrange for participation of the interns in administrative and staff meetings.

(8) Allow the interns to work in the school system's special programs, such as those for the blind, gifted, retarded, emotionally disturbed, etc.

(9) Expose the interns to experiences in group testing programs.

(10) Encourage the interns to participate in community activities, PTA talks, etc.

(11) Facilitate and encourage interaction of the interns with other professionals in the schools: nurses, social workers, counselors, etc.

(12) Reinforce and help the interns with whatever specific interests he may show-that is, retardation, mental health, sensitivity training, etc.

(13) Facilitate and help the intern in conducting the research project required by the university.

(14) Cooperate with the university in seeing that the interns have the time to meet all requirements made by the university during the internship, such as the research project, attendance at campus seminars and at professional meetings, making welfare visitations, exchange of facilities, etc.

This list of guidelines is not all inclusive, but it gives an idea of the experiences which the university feels are of particular importance for the interns.

An incentive for the field supervisors of school psychology interns is the policy of this university which grants to them the same privileges it gives field supervisors of student teachers. Under this practice, the field supervisor of an intern receives either a $100 stipend or the right to attend a tuition-waived three-hour academic course.

4. The Division of Special Education

The university maintains a close relationship with this Division and finds its personnel very helpful, not only when problems arise but also when special services are needed. Periodically, the university requests the Division's personnel to talk to the interns at the by-weekly seminars on various topics. In the past, the university has used most of the Division's excellent publications for distribution to the interns. The university sees that all interns attend the Division's yearly invitational workshop in Columbus.

Internship: Working Model.

This portion of the report will touch on some of the procedures and activities used in the preparation of the student for the internship and then will describe the internship program, including the methods used and its contents.

A. Pre-Internship Training

Preparation for the student to enter the university's internship program begins in the spring semester preceeding actual placement in the fall semester. It consists of three aspects: (1) the student is enrolled in the course, "The Role and Function of the School Psychologist"; (2) he is assigned to the training center in which he will serve his internship beginning the next September; and (3) arrangements are made for the student to work for a few weeks during the summer in a welfare institution offering specialized services to children. Each of the above procedures will be explained in some detail.

1. **Prerequisite Course**

   In "The Role and Function of the School Psychologist," the student is introduced to the professional experiences and problems which he will encounter as an intern. To mention some:

   a. The traditional versus the more contemporary views of his professional role.
   b. Knowledge and skills he must possess to exercise his functions.
   c. Influences of community philosophy, economy, and societal values upon the depth and scope of his professional activities.
   d. Administrative attitudes towards special services and how these may affect the psychologist's functions.
   e. Changes in role perception as a function of social class structure prevalent in the school system.
   f. Discussion of the question, "Who is the school psychologist's client?"
   g. Interaction of the school psychologist with other special service professions in the schools and how he can best utilize their services.
   h. Specific aspects of the interaction between the school psychologist and the teacher.
   i. The subject of mental health in the schools.
   j. Practical problems the school psychologist encounters in the daily discharge of his duties.
   k. Topics related to communication, individual and group, as well as verbal and written reports.
   l. The vast question of the school psychologist's ethical code, including such topics as professional allegiance; confidentiality; parent consent; and legal, professional, and moral guides.
   m. Professional deportment.
   n. Goals and ideals of the profession.

   Because of the significance of this course to the internship, the student must take it in the semester which immediately precedes the internship. The course is offered only in the spring and no changes are allowed.

2. Placement

Efforts to locate a training center for the student in which to intern begin soon after the meeting of the Inter-University Council in Columbus during the second week in February. The director contacts the training facilities in his area as soon as he returns from Columbus. Usually all the students are placed by the end of May. The procedure is as follows:

a. Each student is interviewed individually by the director and is reminded again of his commitment to the State of Ohio. He is asked to make three choices (in order of preference) of school districts in which he would like to intern. He is not allowed to select a system in which he has previously served as a teacher. The student is asked to fill in a vita form with personal, educational, and occupational information. A copy of his academic transcripts is attached to this form. This information facilitates considerably the initial interview between the intern and the prospective employer. The form is signed by the student and by the university director (a precaution to discourage "shopping").

b. The director matches as closely as possible the preference of the student for the school district in which he would like to intern. The director contacts the head school psychologist and the hiring official (usually the pupil personnel director) of the preferred school district and makes the initial appointment for the intern. The student is not allowed to approach any school system without this initial contact by the director.

c. If, after the interview, the student is accepted by the school district, the official in the school is asked to send a written communication to the university director informing him of the commitment.

If no agreement is reached with that particular student, the procedure is repeated. The student is sent to another school district, and a second student is sent to the previous district. At no time is the student allowed to negotiate with more than one school district nor the district to negotiate with more than one student at a time.

3. Pre-Internship Summer Working Experience

Commencing in 1968, the university presented the incoming interns with an opportunity to participate in a practicum experience during the summer. Nearly all the students worked on a volunteer basis two or three weeks in an institution offering services to children. The purposes of this practicum was to provide an important psycho-educational experience and to foster an awareness of community responsibility in the student prior to his commitment to the internship school in the fall.

The students assisted in the evaluation and educational planning for the homeless, neglected, and abused children of the community. They contributed a useful service to the institution and gained themselves invaluable experience. The practicum was directed and supervised by one of the director's assistants on a volunteer basis. The program was a complete success, and it will be continued.

B. Method and Content

Contact between the interns and university personnel takes place four times a month-that is, twice a month on campus and twice in the field. The field visits usually take either a morning or an afternoon. The campus seminars last three hours each. In addition, the interns are requested to attend other meetings to gain additional experiences. These three areas will be discussed separately.

1. Campus Seminars

There was some doubt in the beginning as to the advisability of bringing interns to the campus for biweekly seminars. Members of the Inter-University Council shared this concern in their early meetings. However, during the five years the model has been in effect, there has not been one student who felt that the experiences received in these seminars were not needed. Apparently, it is impossible for the intern to obtain all of the experiences which he needs within the school system alone. In general, such seminars are scheduled so as to involve a minimum amount of the intern's work time with the schools.

The first seminar on campus is also attended by the university supervisors. The students become ac-

quainted with and are assigned to their supervisors at this time. Schedules for all the activities which will take place during the year are worked out. From the very beginning, each student knows exactly what he must do and when he must do it:

a. The intern must submit a monthly log of all his activities in the field—that is, children seen, types of cases, tests used, disposition made, teacher and parent conferences, meeting talks, other experiences, etc.
b. He must hand in each month copies of four written reports which have been completed on different types of children.
c. He must make a report on research in depth of a projective technique including rationale, administration and interpretation. This report is turned in as a paper and also reported and demonstrated on schedule to the group. Each student is given a choice of tests.
d. The intern must make a similar presentation of an educational diagnostic test.
e. The university supervisor observes each intern in the complete case-study of a rather severely emotionally disturbed case. The case is discussed at length during that visit. In turn, the intern must write up the whole case, duplicate the protocols and the written report, and present the case to the group on a pre-assigned schedule. After presentation, the group engages in a critical evaluation of the case and in a constructive critical evaluation of the study.
f. Throughout the year, adequately and inadequately written reports turned in are duplicated (blotting out the intern's name) and discussed constructively by the group.
g. Each student is given a specific problem related to some ethical question. The intern must do research on the problem and report his solution to the group.
h. At the beginning of the fall semester, the intern is requested to select a research project based on

his specific interest or on a particular need of the school. This project must be completed at the end of the school year. The prospectus is submitted during the first semester as a final paper. Each intern completes and reports on his research to the group on a pre-scheduled date at the end of the spring semester. The university and field supervisors as well as all the members of the education department's faculty are available to the intern for help with this project.

A few seminar sessions are planned for the demonstration and discussion of the many skills which the school psychologist must exercise in the administration, scoring, and interpretation of the Stanford-Binet test and all of the Wechsler tests. These sessions are followed by others discussing the use of these instruments as diagnostic tools in evaluating ability, academic weakness and strength, learning deficiencies, problems in behavior management, and personal adjustment. Questions related to report writing begin to be discussed in the early seminars and this activity continues throughout the year.

Other topics covered include:

(1) Use of instruments which are of specific value in the school setting—such as Frostig, Kephart, ITPA, Kahn, Achievement, and reading tests, etc.

(2) Use of projective techniques in the schools.

(3) Dynamics of certain behaviors—such as school phobias, stealing, lying, acting out—and possible suggestions for remediation of such behaviors.

(4) Working with the atypical child—that is, neurologically handicapped, deaf, blind, retarded, gifted, emotionally disturbed, etc.

(5) The use of the interview as a psychological tool—for example, in interviews with teachers, children, or parents.

(6) Ethical questions encountered in the schools.

(7) Presentation to the group of the various reports requested from the interns.

2. Supervision in the Field

The content of the field visits made by the university supervisor coincides rather closely with the content being covered in the seminars.

For example, when the coverage is on psychological testing, the interns are being observed in the field actually using all these tools with the children. After observation, the session continues with a discussion on the handling of the child: the manner in which the testing session was conducted, good and inadequate approaches used, interpretative evaluation of results, observation of other behavioral manifestations, formulation of a diagnostic plan, report of findings, recommendation for remediation, and, when advisable, suggestions for follow-up. In other visits, the emphasis may be on the uses of other tests, of the interview, on the reporting, etc.

In this particular model, the university supervisor does not observe the intern conducting a parent conference. The reason is mainly because of the inhibiting effect which the presence of an unknown person may introduce into the situation. Instead, the field supervisor is asked to arrange for several experiences in which the intern observes the field supervisor conduct interviews with parents. (In this case, both persons are members of the school personnel with whom the parents may already be acquainted.) In other sessions, the field supervisor observes the intern carrying most of the burden of the interview. The progress of the intern in these skills is discussed in conferences between the field and university supervisors.

Other visits may concern interaction with other school personnel, specific problems encountered by the interns, questions with regard to the research project, etc.

3. Other Required Experiences

Throughout the year, the interns are scheduled to visit at least nine special training institutions—such as, welfare agencies which offer distinct and unique services to children; schools for the blind, schools for the deaf (including administration of the Leiter Inter-

national Performance Scale as a demonstration); schools for children with neurological disorders; institutions providing for the trainable, retarded, and severely retarded child (Apple Creek is a yearly must); institutions providing residential treatment for emotionally disturbed children; institutions dealing with the delinquent youngster. The institutions are contacted and the visits scheduled early in the fall semester. The schedule for the year is duplicated and distributed to the group.

The interns are required to exchange facilities, serve as hosts to each other, and turn in a summarizing report on these experiences. The purpose of this requirement is to acquaint them with facilities as well as problems present in school districts other than their own—such as, new programs in inner city schools, new and old urban schools, suburban schools, special facilities available in some school districts, etc. Ideally the exchange should be for one or two weeks in length. Unfortunately, this arrangement is totally impracticable as it completely disrupts the functioning of psychological services in the schools. The closest one can come to meeting this need is through a one-day visit hosted by the resident intern and his supervisor.

As are all school psychologist interns in Ohio, the interns in this program are required to attend the three day workshop in Columbus sponsored by the Division.

Interns are encouraged to attend meetings of professional organizations. They are given special student rates in the psychological organizations. The director keeps them informed of lectures, workshops, and other professional events taking place on campus or in other places which might be of interest to them. He also keeps them informed of new books and articles published which are of interest to the profession.

Interns in this program are invited to special workshops or events taking place in other nearby universities. In turn, the interns in these institutions are invited to this university when special events are scheduled for our students.

That the model works, as presented here, is a reflection of

the visionary ideals and the insightful suggestions given to us by the pioneer members of the Ohio Inter-University Council on School Psychology and by the consistent efforts made throughout the years by the Ohio State Division of Special Education to provide guidelines and maintain the standards of the profession.

There is little in the model which has not been anticipated by these men and women.

APPENDIX A

HISTORY OF THE INTERNSHIP PROGRAM IN OHIO

BRIEF HISTORY OF THE INTERNSHIP PROGRAM IN OHIO

Internships have been provided for students in the applied areas of psychology, social work, and medicine for a number of decades. The Thayer Conference report (Cutts, 1955) also discussed in some detail the problems involved in setting up internships specifically for school psychologists. There were, however, some unique features about the development of internship programs for school psychologists in Ohio. These are discussed briefly in the following section.*

Certification standards for school psychologists in Ohio were first written in 1945. Three hundred clock hours of supervised field experience were required for the certificate. No specific structure was recommended for this experience, however, and the requirement was met by students in various ways usually considered inadequate both by the student and the university professor in charge of his supervision.

Although no official records are available, the concept of a planned internship for school psychologists was apparently first introduced in Ohio in the late 1940's by P. O. Wagner, then Chief Psychologist, Division of Special Education, Ohio Department of Education, and Harold Phelps, formerly professor at the Ohio State University. The first intern school psychologist officially recognized by the Division of Special Education was placed in the Cleveland Heights Public Schools during the 1954-55 academic year by Dr. Phelps. During the next three years several universities and school systems in Ohio experimented with different approaches to the internship.

In 1956, the Ohio Inter-University Council on School Psychology was organized, growing out of a felt need on the part of university trainers to meet regularly and to discuss common training problems. One of the first such problems identified by the Council was the need for a structured internship in school psychology. At that time, none of the participating universities

*Background material presented in this section has been condensed from the minutes of I.U.C.S.P. meetings and from the various publications listed in the bibliography.

operated internships on a continuing basis. Because of the paucity of literature on the subject, the Council was faced with the necessity of defining the internship and of distinguishing it from other kinds of practicums and course-related laboratory experiences. In addition, it began to single out problems which might be encountered in structuring and implementing such a training experience.

In 1959, a report was published which summarized the position of the Council on internships up to that time (I.U.C.S.P., 1960). At the time of this preliminary report the Council proposed the establishment of a single Internship Training Center for students in school psychology from the several cooperating universities. This course of action was influenced by the fact that certification in Ohio required only 300 clock hours of supervised field experience. All universities were geared to meeting this requirement, however, none were prepared in terms of faculty time or financial means to undertake the increased student advisement loads and other responsibilities a new program would entail. The single internship training center was proposed as a practical solution to the problem. The Center would be set up to serve a five to ten county area in a region of Ohio with unmet needs for the services of school psychologists. Financial support for the Center was expected to come jointly from the cooperating universities, the local school boards served, industry and /or funding agencies interested in the support of research in mental health, delinquency, etc. This proposal was submitted to the Conference of Deans of the State Universities in Ohio by the Council in April, 1958. The Conference of Deans fully endorsed the objectives sought in the proposal (e.g., the wider practice of school psychology in the state, the encouragement of research, the more effective recruitment of school psychologists, and the expansion of training programs in school psychology). However, they felt that the plan was more appropriate for individual universities than as a single operation administered by several interested institutions. The Conference of Deans recommended that the university representatives consider alternative ways of achieving the desired objectives. Therefore, the Inter-University Council tabled further action on the proposed internship training center and turned its attention to a second possibility, the establishment of an internship program in cooperation with the Ohio Department of Education.

In May, 1959, representatives of the Council met with representatives of the Ohio Department of Education as part of a state-

wide advisory committee on the internship in school psychology. This group developed a proposal for the establishment and operation of school psychology internships in Ohio school districts. The ten-point proposal read as follows:

1. The internship program shall involve the combined efforts of the Division of Special Education, Ohio Department of Education, the universities preparing school psychologists, and local school districts.
2. The internship shall encompass one school year.
3. Interns shall be supervised by a faculty member of the school psychology training program from the university sponsoring the internship and by a certified school psychologist on the staff of the school district.
4. Interns shall be placed by the universities from among positions approved by the Division of Special Education.
5. University supervision should be considered on a geographic basis with inter-university reciprocity.
6. Certification for one year will be handled cooperatively through the employing superintendent, the Division of Certification, and the Division of Special Education. This will constitute a full or fractional special education unit in the Foundation Program.
7. The internship program should be developed by the institution in cooperation with the Division of Special Education and the local district, and should provide well-rounded experiences in the practice of school psychology.
8. The internship will not be approved by the Division of Special Education before the completion of the teaching requirement and one year of graduate work in the school psychology training program.
9. The internship program does not count as the required student teaching, or the one year of teaching experience which is a requirement for certification as a school psychologist.
10. The internship shall carry college credit, and the intern shall be registered at the institution during the entire internship. (I.U.C.P., 1960, p. 21)

There were several notable and distinct values of this program: (1) it allowed the well-trained student to complete the last year of his training with a reasonable stipend, (2) it allowed the intern to be released from other duties in the school in order to

spend his time on matters related to the practice of school psychology, (3) it provided for field experience under competent supervision, (4) it gave university trainers of school psychologists an opportunity to evaluate the effectiveness of extensive supervised field experience on the overall competence of the school psychologists, and (5) it made clear that training of the school psychologist was a joint responsibility of the universities, the State Department of Education and local school districts.

In the summer of 1959, the Division of Special Education of the Ohio Department of Education continued to work with the Advisory Committee on the Intern Training Program for School Psychologists. This committee, beginning with the ten-point proposal cited above, drew up tentative guidelines for establishing and operating internships, and during the 1959-1960 school year six interns were placed in Ohio school systems by Ohio universities under the policies established by this committee.

Finally, after more than ten years of discussion, study, and experimentation, standards for the Internship in School Psychology were adopted by the Ohio Board of Education in the Spring of 1960.* During 1960-1961, 13 interns were approved in this program; in 1961-1962, 18 interns; and in 1962-1963, 38 interns. Considerable year-to-year progress has been evident and in 1967-68, 77 interns were approved. At the time this revised report is being prepared, the number of interns for the 1968-1969 school year was 92. The projected number for the 1969-70 school year is over 130.

Another factor which ensured the stability of internship training programs in Ohio was the adoption of new certification standards for the school psychologist by the Ohio Board of Education in December, 1961. The major change in the standards was the substitution of a nine month, full time internship in school psychology for one year of teaching experience. The new standards went into effect January 1, 1963.

The active leadership of the Division of Special Education, Ohio Department of Education was therefore a major factor in the consolidation of intern training centers in Ohio. However, concurrent with these developments, the Inter-University Council continued to address itself to the manifold problems involved in establishing and operating the internships. At its Spring meeting in April, 1960, the Council named a committee on the Internship

*See Appendix B for the current standards.

Program.* The committee was charged with the responsibility of developing recommendations concerning ground rules for organizing and administering the internship and a statement concerning experiences desirable during the internship year. A preliminary report was submitted to the Council at its Fall meeting in November, 1960. Following review by the Council, this report was modified and prepared by the committee in its final form, "Recommendations on Internships," and approved by the Council at its Spring meeting in May, 1961.

During this period of time, university supervisors were beginning to encounter other new problems in structuring the internship and attempting to provide adequate supervision of interns. These problems are listed in Chapter I of this manual. As a result of these problems, the committee on the Internship Program was delegated another task, that of writing guidelines for the placement of intern school psychologists. This bulletin was submitted to the Council at its Fall meeting in November, 1961, and given final approval at its Spring meeting in March, 1962. At the Fall meeting, 1967, the Council organized a new committee for the purpose of revising this publication. At the Spring meeting of 1968 the Council approved the revised version which will serve as a working manual to be used by the university and field supervisors.

In 1967 the State Department of Special Education modified the practice of hosting an annual state-wide seminar for interns in Columbus. Initially the seminar was of short duration and emphasized the services of the State Department of Education and the development of special programs for exceptional children in Ohio. The intern seminar has currently developed into a three day program consisting of case study presentations and analysis by experienced psychologists, kinescope recordings of recognized specialists, discussing diagnosis and program planning, speeches and discussion by national figures in school psychology, panels and small group discussions regarding the interests and concerns of interns and first year psychologists.

Developments important to the growth and improvement of professional school psychology and the internship continued to occur during the mid-1960's (see Addendum I).

*Members of the Committee were: Dr. Frank Arnold, Bowling Green; Mr. S. J. Bonham, State Department of Education; Dr. Homer Bradshaw, Ohio University; Dr. Donald Ferguson, Kent State University; Dr. John Horrocks, Ohio State University. Dr. Charles Huelsman, Miami University; Dr. Marvin Powell, Western-Reserve University; Dr. Mabel Riedinger, Akron University; and Dr. Donald Smith (Chairman), Ohio State University.

In 1966, the State Board of Education adopted the concept of multiple internship training centers and official procedures for implementation of the concept were included in **Program Standards For Special Education Units for Child-Study Services.**

The first multiple internship training centers, under the new standards, were opened in Cleveland and Cincinnati in 1966 and involved the cooperative participation of three training universities.

Also in 1966, an experimental alternate program of preparation of school psychologists was introduced by the Ohio Division of Special Education and the Ohio Division of Teacher Education and Certification. Under this program, one could become certificated as a school psychologist by meeting all requirements of the regular training program excepting that pertaining to the possession of an Ohio teaching certificate. Additional study in prescribed areas of education and planned participation-observation within a school setting would be accepted in lieu of teaching certification under the experimental program for training school psychologists.

Experimental efforts in school psychology were not confined to the area of certification. In 1967 six field projects involving research and demonstration in the role and function of the school psychologist were approved by the Ohio Division of Special Education. One of the six projects was concerned with an experimental internship training program and involved the cooperative planning and supervision of the Columbus School System and the Ohio State University. The experimental project shifted training emphasis from the traditional preparation for psychological assessment of individual children to intern experience in providing a broader range of services with the school itself as the ultimate client. The experimental emphasis placed greater emphasis on the school psychologist as a consultant with greater involvement in research, curriculum planning, in-service education and group counseling.

Currently, plans are underway to continue the expansion and sophistication of the intern training program. Several areas of training will be receiving greater emphasis in the future. Specifically, attention will be centered on areas of sensitivity training, mental health consultation, special counseling approaches, i.e., reality counseling, behavior modification and practical application of learning principles. Additional areas of concentration will include special programing for children with perceptual and motor deficiencies and more comprehensive evaluation and educational planning for children with multiple handicaps.

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4. Cutts, Norma E., Ed. **School Psychologists at Mid Century,** American Psychological Association, Washington, D. C., 1955.
5. **The Internship Program in School Psychology,** Bulletin No. 2 of the Ohio Inter-University Council on School Psychology, Ohio State University, Columbus, Ohio, 1962.

APPENDIX B

State Board of Education Standards And Divisions of Special Education Policies Concerning The Internship

Ohio
State Board of Education

EDB-215-09 PROGRAM STANDARDS FOR SPECIAL EDUCATION UNITS FOR CHILD-STUDY SERVICES
(Adopted August, 1966)

(A) SCHOOL PSYCHOLOGY

(1) General

(a) A special education unit or fractional unit may be approved for a school psychologist only within these standards.

(b) A special education unit or fractional unit may be approved for experimental, demonstration or research purposes to explore new techniques, procedures or functions in school psychology.

(c) A special education unit or fractional unit may be approved for a coordinator, supervisor or director of a recognized child study program on the basis of a plan submitted in advance to the Division of Special Education.

(d) All special education units or fractional units in school psychology shall be staffed by personnel certified as school psychologists by the Ohio Department of Education under standards approved by the State Board of Education.

(e) The program of psychological services developed, in connection with these units shall be approved by the Division of Special Education.

(f) One special education unit in school psychology may be approved for the first 3,000 children enrolled in a school district(s) in grades K-12.

(g) Additional special education units in school psychology may be approved for each additional 5,000 children enrolled in a school district(s) in grades K-12.

(h) Fractional units in school psychology may be approved on the basis of a plan submitted in advance to the Division of Special Education.

(2) **Primary Role and Function**

(a) The primary responsibility of the school psychologist shall be to assist the school in improving the achievement and adjustment of children, including those with physical, mental and emotional handicaps.

(b) The primary function of the school psychologist shall be the intensive, individual psychological study of children referred to him because of learning and/or adjustment problems.

(i) A minimum of 70%, or an average of 3½ days per week, should be spent in individual child study, scheduled parent and teacher conferences, and preparing psychological reports.

(ii) The case load for comprehensive evaluation should range from 100 to 350 children per year, including problems relating to placement, learning difficulties, behavior problems, adjustment difficulties, developmental disabilities and parent and family relations.

(c) The school psychologist shall consult, collaborate and counsel with teachers, parents, and other professional workers in the school and the community to assist them in improving the learning and adjustment of the child referred.

(d) The school psychologist shall cooperate in the referral of children needing therapy or treatment

to appropriate community agencies, medical or psychiatric facilities.

(e) The school psychologist shall participate actively in the identification of exceptional children, and may participate in the organization and operation of special education programs.

(3) **Secondary Role and Function**

(a) The school psychologist may participate with curriculm committees where a specialized knowledge of child growth and development, learning theory, personality dynamics and motivation is involved.

(b) The school psychologist may participate with staff and administrative committees as a consultant in the development of in-service activities and personnel policies and practices.

(c) The school psychologist may participate with committees in pupil services as a consultant on problems concerning individual children with learning and/or behavior problems.

(d) The school psychologist may serve as a consultant to the professional school staff on mental health problems in the classroom.

(e) The school psychologist may participate in the development, interpretation and utilization of a standardized group testing program in the school system.

(f) The school psychologist may provide services for academically gifted children.

(g) The school psychologist may be involved in pertinent school-oriented research activities as a consultant, expediter, investigator or interpreter.

(h) The school psychologist may serve as a resource person to the school staff, parents and the community in developing better understanding and applications of the principles of child development, learning, mental health, and individual differences to assure continued coordinated community planning for children.

(4) **General Organization of Services**

(a) The school psychologist shall be assigned as a staff person and consultant in an advisory and leader-

ship role, and shall not assume authority or responsibility for the operation of the school program.

(b) A bulletin describing role, function and referral procedures shall be prepared to structure psychological services for the school staff and community.

(c) The school psychologist shall be provided with adequate clerical services.

(d) The majority of the school psychologists's time with children, teachers and parents shall be conducted within the local school buildings. Provisions should be made to provide space free from interruptions for consultation and testing.

(5) **Organization of Individual Child-Study Services**

(a) The school psychologist shall effectively utilize individual child-study techniques, including:

(i) A variety of recognized individual tests of ability.

(ii) Tests of academic performance.

(iii) Individual educational, achievement and social maturity scales.

(iv) Projective procedures.

(v) Observational and interview techniques.

(b) The school psychologist shall maintain an organized child-study file containing all pertinent data relating to the children referred.

(c) All individual studies shall be accompanied by written reports indicating identifying data, reason for referral, report of test results and pertinent recommendations.

(d) The psychological findings shall be treated as confidential information by all professional personnel.

(e) Written reports on comprehensive evaluations shall include appropriate, practical and pertinent recommendations developed in cooperation with the school staff.

(f) Written reports on comprehensive evaluations shall include a summary of pertinent agency reports as well as a summary of parent, agency and school staff conferences.

(B) INTERN IN SCHOOL PSYCHOLOGY

(1) General

(a) A special education unit may be approved for an intern in school psychology only within these standards.

(b) A special education unit for the intern in school psychology may be approved for experimental, demonstration or research purposes to explore new techniques or procedures in training school psychologists.

(c) The special education unit for the intern in school psychology shall be staffed by an intern certified for one year for this purpose by the Division of Teacher Education and Certification in a program handled cooperatively through the employing superintendent, the supervising university, and the Division of Special Education.

(d) The special education unit for the intern in school psychology shall be staffed by an individual who has completed one year of graduate work in an approved school psychology training program.

(e) The special education unit shall be approved only for those interns planning to provide at least one year of service as a school psychologist in the schools of Ohio subsequent to completion of the internship experience.

(f) The employing school district shall be approved as an intern center on an annual basis by the Division of Special Education.

(g) The supervising university shall have a school psychology training program approved by the Division of Teacher Education and Certification.

(2) Organization

(a) The intern training program shall involve the cooperative efforts of the Division of Special Education, the supervising university and the local school district.

(b) Interns shall be placed in local school systems approved by the Division of Special Education.

(c) Interns shall be supervised by a faculty member of an approved school psychology training program.

(d) Interns shall also be supervised by a certified school psychologist employed by the local school district.

(e) The intern shall receive graduate credit for the internship and shall be registered at the university during the entire internship.

(f) University supervision of the intern program may be considered on a geographic basis with inter-university reciprocity.

(g) The intern program shall encompass one school year on a full-time basis.

(h) The intern program shall provide the intern with a well-rounded, supervised experience in the practice of school psychology.

(i) The local school system shall employ at least one full-time certified school psychologist and shall have the equivalent of one unit for child study services operating under the standards established by the State Board of Education.

(j) The supervising psychologist in the local school system shall have at least two full years of experience as a successful school psychologist, with at least one year completed in the school system where the internship center is located.

(k) The local school system shall make it possible for the school psychologist to provide intensive, direct and personal supervision for the intern in the local school setting.

(l) The local school system shall provide adequate office space, equipment, facilities and clerical services for the intern.

(m) The local school system shall prepare, in cooperation with the supervising university, an outline of the experiences planned for the intern. This outline shall be signed by the university supervisor and the staff member in charge of psychological services in the local school system. A copy of this outline shall be submitted to the Division

of Special Education along with or preceding the application for approval of the unit.

(n) The local school system shall require the intern to submit to the university whatever reports the university **and** the school system deem advisiable.

(o) The local school system shall require the intern to attend whatever in-service training meetings the university **and** the school system deem advisable.

(3) **Multiple Internship Training Centers**

(a) Multiple internship training centers may be established with the annual approval of the Division of Special Education under State Board of Education Standards 09-(B), **Intern in School Psychology.**

(b) There should be at least one more full-time certified school psychologist than the number of interns assigned to the school district.

(c) One certified school psychologist shall be assigned the specific responsibility for training and supervision of intern psyhcologists, *and shall be given released time from other duties for these activities.*

Ohio Department of Education
DIVISION OF SPECIAL EDUCATION
3201 Alberta Street, Columbus, Ohio 43204

August 1966

DIVISION POLICY FOR INTERN TRAINING CENTERS IN SCHOOL PSYCHOLOGY

Part I: Intern Training Program

A. RECOMMENDED ORGANIZATION FOR SCHOOL PSYCHOLOGY PROGRAM

1. The local school system shall employ at least one certified school psychologist and shall have the equivalent of one unit for Child-Study Services operating under the standards established by the State Board

of Education, EDB-215-09, **Program Standards For Special Education Units For Child-Study Services.**

2. The local school psychologist shall have at least two years' full-time experience as a school psychologist, one of which must be in the present school system.
3. The local school system shall have a program of psychological services developed to the point where it can provide an appropriate variety of experiences. This program should be well-established, clearly identified and well-accepted by the teachers and principals of the school system.
4. There should be a well-developed program of pupil personnel services in the school system including special education, speech and hearing therapy, school counseling, school health services, attendance and child accounting, visiting teacher services and an organized group testing program.
5. The school system should have a good working relationship with a representative group of community agencies such as a family case-work agency, a children's psychiatric clinic, a well-staffed juvenile court and a psychiatric hospital facility.

B. RECOMMENDED ORGANIZATION FOR INTERNSHIP TRAINING PROGRAM

1. The local school system shall make it possible for the school psychologist to provide intensive, direct and personal supervision for the intern in the local school setting.
2. The local school system shall establish the intern position as a full-time assignment for the regular school calendar with a salary appropriate to that established for a classroom teacher with equivalent training and experience.
3. The local school system should provide adequate office space, equipment, facilities and clerical services for the intern.
4. The local school system shall receive approval for only one year of internship for any one individual. Usually, the local school system will receive approval for only one internship in any one school year.

5. The local school system shall prepare an outline of the experiences planned for the intern in cooperation with the supervising university. This outline shall be signed by the university supervisor and the person in charge of psychological services in the local school system. A signed copy of this outline shall be submitted to the Division of Special Education along with the Application for Approval of the Unit.
6. The local school system shall require the intern to submit to the university whatever reports the university and the school system deem advisable.
7. The local school system shall submit a brief annual report in outline style describing and evaluating the internship to the Division of Special Education at the close of the school year.
8. The local school system should make provision for the intern to visit at least one other school system which employs a school psychologist. This could involve an exchange of interns or an assigned visit. In either case it should allow enough time for familiarization with a different type of school system as well as with the role and function of the school psychologist.

Part II: School Psychology Program

A. GUIDELINES FOR ORGANIZATION OF PSYCHOLOGICAL SERVICES

1. The school psychologist is assigned as a staff person in a consultant and leadership role and does not carry administrative authority or responsibility for the operation of the school program.
2. The school psychologist is responsible to an administrative officer who is in a position to coordinate psychological services with other special services and with the instructional program.
   a. In a large school system this might be the Director of Pupil Personnel Services, in a medium-size school system this might be the Assistant Superintendent in charge of instruction, while in a small school system it might be the Superintendent.

3. There is at least one school psychologist for every 5,000 children enrolled, psychological services are provided to all grades with emphasis on the elementary level and school buildings are served on a regular basis.
4. There is an organized program of in-service training for the school psychologist and related special services, attendance at professional meetings is supported, membership in professional organizations is encouraged and a professional library is available.
5. There are adequate facilities, equipment, materials and clerical services for the school psychologist.
6. A bulletin describing role, function and referral procedures has been prepared and used with school staff and community to structure the psychologist's services.

B. GUIDELINES FOR ORGANIZATION OF INDIVIDUAL CHILD-STUDY SERVICES

1. There is a clearly identified and structured procedure which provides for written referrals.
2. The case-study load ranges from 100 to 350 children per year and includes a wide variety of problems including placement, learning difficulties, behavior problems, adjustment problems, developmental problems, organic deficiencies, parent and family relationships, etc.
3. The major portion of the psychologist's work with children, teachers, administrators and parents is done in the local school building.
4. A wide variety of child-study techniques and procedures is used such as:
   a. The Binet and Wechsler Scales
   b. A major performance scale
   c. Individual educational achievement tests
   d. A variety of special and supplementary techniques for exceptional children
   e. Observational and interview techniques
   f. Projective procedures
5. Evaluation procedures are flexible and reports reflect the nature of the problems referred.

6. At least 70% of the psychologist's time is spent in individual child-study, scheduled parent and teacher conferences, preparing complete psychological reports and other follow-up activities.
7. All individual studies are accompanied by some type of written record. The more comprehensive reports resemble the outline suggested in "A Guide to the Preparation of Psychological Reports in the Public Schools."
8. There are structured procedures for evaluation of psychological services.
9. There is an organized child-study file which contains all pertinent data relating to the children referred to the school psychologist.

C. GUIDELINES FOR RELATED ACTIVITIES AND SERVICES

1. Over a period of time the school psychologist serves as a consultant in the following areas. The breadth and depth of the school psychologist's activity in these areas is dependent on a number of factors such as: the size and administrative organization of the school system, the availability of qualified personnel in these areas and the training and experience of the school psychologist.
   a. Curriculum Development — participates on curriculum committees as a consultant and assists the committee with his specialized knowledge of child growth and development, learning, mental health, the implication of individual differences and his experience with children with educational disabilities.
   b. Staff Development — participates with staff and administrative committees as a consultant in the development of in-service activities and personnel policies and practices.
   c. Group Testing — participates in the selection of tests, the organization of the program and is actively involved in the evaluation and interpretation of the results.
   d. Parent Education — is actively engaged in activities with parent and community groups which are

designed to help provide both intellectual understanding and emotional acceptance of the needs of children and youth.

e. Special Education — is actively engaged in identifying exceptional children requiring special education services and in identifying the school system's needs for special education programs. He participates in the organization of special classes and serves as a consultant in the operation of the special education program.

f. Guidance Services — participates on guidance committees as a consultant on problems relating to the guidance program. Serves as a consultant to and collaborator with the counselor on matters relating to individual children with learning and behavior problems.

2. The school psychologist has an effective working relationship with:
   a. Classroom Teachers
   b. Building Principals
   c. Other special services
   d. Administrative and supervisory staff
   e. Community agencies and organizations.
3. The school psychologist is involved in some pertinent research activities as a consultant, expediter, investigator or interpreter.

Ohio Department of Education

DIVISION OF SPECIAL EDUCATION

3201 Alberta Street, Columbus, Ohio 43204

PROCEDURES FOR ESTABLISHING AN INTERNSHIP IN SCHOOL PSYCHOLOGY

(Adopted July 1960—Revised January 1963, August 1966)

The following procedures have been developed to assist local school districts in establishing intern programs in school psychology. Such programs must be established under standards outlined in section EDb-215-09 (B), Intern in School Psychology, of the State

Board of Education Program Standards for Special Education Units, adopted April 1960, Revised July 1962 and August 1966.

I. The superintendent of a local school system should write a letter to the Director of the Division of Special Education requesting approval as a training center for interns in school psychology.

   A. Requests from school districts not previously approved as intern training centers or districts in which significant changes in staff and program have occurred are usually not acted upon until field evaluations are conducted by the Division. Guidelines utilized in such evaluations are outlined in **"Division Policy For Intern Training Centers In School Psychology,** Division of Special Education, August, 1966.

II. Local school systems qualifying for such a program under Program Standards adopted by the State Board of Education and policies of the Division of Special Education will be notified in writing by the Director of the Division of Special Education.

   A. Such approvals are for one school year only and must be renewed annually. Requests for renewals should be submitted as early in the spring as possible to assure continuity of planning and programming.

III. The local school system should select an intern from among those recommended for placement in that school system by approved universities.

   A. Approved universities include only those universities that are approved to train school psychologists by the Division of Teacher Education and Certification.

IV. The local school system should make provisions to employ the selected student for one year as an intern in school psychology if he meets the following criteria:

   A. Holds (or is eligible for and has applied for) a four-year provisional teaching certificate, or has completed requirements of the Alternative Program in lieu of teaching certification.

   B. Has completed the course pattern required for certification as a school psychologist.

C. Is recommended by an approved university which has agreed to provide supervision for the internship.

V. The local school system should include in the contract with the intern a provision for termination at any time if recommended jointly by:
   A. The supervising university.
   B. The employing school district.
   C. The Division of Special Education.

V. The local school system should submit the following items to the Division of Teacher Education and Certification before August 15:
   A. The "Application for Temporary Certificate" in Child Study properly filled out.
   B. A two dollar ($2.00) money order.
   C. A copy of the intern's transcript of credits.
   D. A copy of the letter from the Division of Special Education approving the school system as an intern training center for the coming school year.
   E. A copy of the letter from the supervising university in which they:
      1. Report the number of the intern's teaching certificate.
      2. Recommend the intern's placement in the school system.
      3. Agree to provide required university supervision.
      4. Report that the intern meets the eligibility requirements for the internship. (Or provide detailed explanation for any exception to these requirements).
   F. An outline of the activities to be included in the intern's year of supervised experience.
      1. This outline should be signed by representatives of the supervising university and employing school district.

VII. The local school system should make application for approval of the unit for the intern on form SE-09 A, B in the same manner and at the same time as applications for other units in school psychology and special education are submitted to the Division of Special Education.

APPENDIX C

PROFESSIONAL COURSE REQUIREMENT FORM FOR PROVISIONAL CERTIFICATION IN SCHOOL PSYCHOLOGY

PROFESSIONAL COURSES REQUIRED FOR SCHOOL PSYCHOLOGIST PROVISIONAL CERTIFICATE

Name of Institution

Name of Intern

	Minimum State Requirements	Course Titles and Catalog Numbers	Sem. or Qtr. Hrs.
1. Posses a provisional or higher level teaching certificate valid in Ohio		Number Level Subjects	
2. Evidence of nine (9) months, full time, successful internship in a school setting under the supervision of a qualified school psychologist and an approved institution.			
3. A master's degree and not less than twenty-four (24) hours of graduate credit distributed as follows:			
a. The content of psychology including the psychology of human development, the psychology of learning, and the psychology of personality	8 sem. hrs.		
b. Standardized group measurement and evaluation.	2 sem. hrs.		
c. Statistics	2 sem. hrs.		
d. The psychological study of children using individual testing techniques and evaluative skills with laboratory experiences including practice in the interpretation of test and other data.	8 sem. hrs.		
e. The psychology of counseling and therapy techniques.	2 sem. hrs.		
f. The role and function of the psychologist in the schools.	2 sem. hrs.		

Date_____ Signed_____

Coordinator School Psychology Program

PROFESSIONAL COURSES REQUIRED FOR SCHOOL PSYCHOLOGIST PROVISIONAL CERTIFICATE VIA ALTERNATE ROUTE

Name of Institution

_____
Name of Intern

	Minimum State Requirements	Course Titles and Catalog Numbers	Sem. or Qtr. Hrs.
1. Content Areas in Education including 15 graduate and/or undergraduate semester hours (24 quarter hours) distributed as follows:			
a. Foundations in Education (philosophical or sociological foundations, purpose of education, school in society, history of education, etc.)	**Min. 1 course**		
b. Elementary or Secondary Curriculum	**Min. 1 course**		
c. Special methods in basic skills (emphasis on reading)	**Min. 1 course**		
d. Educational administration and organization	**Min. 1 course**		
e. Educational psychology	**Min. 1 course**		
2. Twenty-five school days of systematic observation and planned participation in the school classroom			

Date _____ **Signed** _____
Coordinatory School Psychology Program

APPENDIX D

ALTERNATE PROGRAM TO MEET REQUIREMENT B-1 IN THE PATTERN OF PREPARATION FOR SCHOOL PSYCHOLOGISTS

EXPERIMENTAL ALTERNATIVE PROGRAM TO MEET REQUIREMENTS B-1

(POSSESSION OF OR ELIGIBILITY FOR A STANDARD TEACHING CERTIFICATE)

IN THE PATTERN OF PREPARATION FOR SCHOOL PSYCHOLOGISTS

I. General:

A. Because of the increasing and critical shortage of qualified school psychologists, a situation has developed which has necessitated emergency procedures to be initiated to help alleviate the shortage.

B. A program in education will be accepted on an emergency basis as an alternate to the present requirement of possession of a standard teaching certificate.

C. The program in education will include the following areas:

1. Content areas in education (15 graduate and/or undergraduate semester hours)
2. Twenty-five school days of directed observation and experience in the school and classroom before and/or during the internship experience

D. Universities wishing to participate must submit their planned course sequence of the program in education to Mr. Paul W. Hailey, Director, Division of Teacher Educa-

tion and Certification, Room 616, State Department Building, Columbus, Ohio 43215, for prior approval.

II. The program in education which will be accepted as alternate to the present requirement of possession of a standard teaching certificate valid for Ohio shall include:

A. CONTENT AREAS IN EDUCATION: 15 graduate and/or undergraduate semester hours

1. Foundations in Education ..... 1 course (philosophical or sociological foundations, purposes of education, school in society, history of education, etc.)
2. Elementary or Secondard Curriculum ..... 1 course
3. Special Methods in Basic Skills ..... 1 course (emphasis on reading)
4. Educational Administration and Organization ..... 1 course
5. Educational Psychology ..... 1 course

B. TWENTY-FIVE SCHOOL DAYS OF SYSTEMATIC OBSERVATION AND PLANNED PARTICIPATION IN THE SCHOOL AND CLASSROOM

1. This experience may be for academic credit or not according to the individual university.
2. The directed observation and participation may be before, and/or during the internship experience (but not after).
3. It must be a highly structured experience which can be field evaluated on the basis of a plan submitted and approved in advance.
4. Teachers from other states must have student teaching experience indicated on their academic transcript to substitute for the above.
5. If teachers from non-tax supported schools do **not** have student teaching properly transcripted, they must fulfill the above unless they have the equivalent of three or more years of satisfactory teaching experience in an accredited elementary or secondary school.

EDUCATION COURSE REQUIREMENTS FOR EXPERIMENTAL ALTERNATIVE PROGRAM FOR SCHOOL PSYCHOLOGIST CERTIFICATION

_____
(Name of Institution)

_____
(Date of Submission)

Area *	Minimum State Requirements	1966-67 Course Titles and Catalogue Numbers	Sem. Hrs.
1. Foundations in Education (philosophical or sociological foundations, purposes of education, school in society, history of education)	1 course		
2. Elementary or Secondary Curriculum	1 course		
3. Special Methods in Basic Skills (emphasis on reading)	1 course		
4. Educational Administration and Organization	1 course		
5. Educational Psychology	1 course		

Note: Courses may be at the undergraduate and/or graduate levels.

APPENDIX E

BIBLIOGRAPHY OF PUBLICATIONS
DIVISION OF SPECIAL EDUCATION
OHIO DEPARTMENT OF EDUCATION
BIBLIOGRAPHY OF
CURRENT PUBLICATIONS

GENERAL PUBLICATIONS:

ADMINISTRATORS HANDBOOK FOR SPECIAL EDUCATION IN OHIO SCHOOLS — 1968, 273 pages. The first part is a text of general information describing the extent and services of the program of Special Education in Ohio. The second part concerns itself with the Program Standards, adopted by the State Board of Education August 1, 1966, and the forms and procedures by which these Program Standards are carried out. It is designed for a ready reference to enable the school administrator or supervisor to provide programs and services for exceptional children in Ohio's schools.

ANNUAL REPORT OF LEGAL DISMISSALS FROM SCHOOL ATTENDANCE — 1967-68

BIBLIOGRAPHY OF CURRENT PUBLICATIONS — January, 1969

A bibliography of current publications.

HANDBOOK ON SCHOOL ATTENDANCE IN OHIO — 1968, 143 pages

Contains school attendance laws and regulations, federal and state laws relative to the employment of minors, pertinent policies and procedures in the issuance of age and schooling certificates, and mandatory and suggested age and schooling certificate forms.

MENTAL HEALTH PLANNING IN EDUCATION — 1964, 57 pages

A report on the role of the school in a community-based comprehensive mental health program, including recommendations in the prevention, special programming and treatment of mental health problems.

OHIO LAWS FOR SPECIAL EDUCATION — 1966, 32 pages

Contains all laws governing special education in Ohio.

THE ORGANIZATION OF PUPIL SERVICES — 1964, 52 pages

A monograph developed to provide guidelines to Ohio Schools in the organization and operation of a balanced and comprehensive program of pupil services. Contains an outline of functions and a set of evaluative criteria for eight pupil service areas.

RESEARCH AND DEMONSTRATION PROJECTS, POLICIES AND REPORTING PROCEDURES — 1968, 7 pages

A bulletin describing procedures in initiating and reporting results of research and demonstration projects.

SPECIAL EDUCATION DIRECTORY — 1968-69

A directory of programs and professional staff in special education in Ohio.

SPECIAL EDUCATION FOR OHIO'S CHILDREN — 1968

A brochure describing the various areas of special education in Ohio.

STATE BOARD OF EDUCATION PROGRAM STANDARDS FOR SPECIAL EDUCATION AND LEGAL DISMISSAL FROM SCHOOL ATTENDANCE — 1966, 58 pages

Standards adopted by the State Board of Education to govern approval of special education programs and services.

PHYSICAL HANDICAPS:

THE GRANVILLE INVITATIONAL WORK CONFERENCE ON HEARING HANDICAPPED CHILDREN IN OHIO — 1966, 79 pages

A summary of the proceedings at a special study institute for supervisors and teachers of hearing impaired children.

THE SECOND INVITATIONAL WORK CONFERENCE ON HEARING HANDICAPPED CHILDREN IN OHIO — 1966, 22 pages

A summary of an invitational work conference held at the Hospitality Inn in Columbus, Ohio in December, 1966.

OHIO PROGRAMS FOR HEARING HANDICAPPED CHILDREN —1966, 112 pages

An overview of Ohio's program for hearing handicapped, discussion of clinics, trends and issues, and services.

OHIO PROGRAMS FOR NEUROLOGICALLY HANDICAPPED CHILDREN — 1967, 74 pages

An overview of Ohio's program for neurologically handicapped children.

OHIO PROGRAMS FOR VISUALLY HANDICAPPED CHILDREN — 1965, 110 pages

An overview of Ohio's program and a report of the 1964-65 Columbus, Ohio study on partially seeing children.

PROGRAMS FOR ORTHOPEDICALLY HANDICAPPED CHILDREN IN OHIO — 1968, 52 pages

An overview of Ohio's program for orthopedically handicapped children.

MENTAL HANDICAPS:

GUIDELINES — WORK STUDY PROGRAMS FOR SLOW LEARNING CHILDREN IN OHIO SCHOOLS — 1967, 50 pages

A discussion on the philosophy, organization, and the development of a work-study program.

SUGGESTED BASIC MATERIALS FOR EDUCABLE MENTALLY RETARDED CHILDREN — Revised 1968, 74 pages

A list of books that may be used in the instructional program gram for slow learners. Teacher references are included.

SPEECH AND HEARING THERAPY:

EXPERIMENTAL PROGRAMS FOR INTENSIVE CYCLE SCHEDULING OF SPEECH AND HEARING THERAPY CLASSES — 1966, 22 pages

Contains a summary of experimental programs in intensive cycle scheduling, with a summary section reviewing major findings.

REPORT TO PUBLIC SCHOOL SPEECH AND HEARING THERAPISTS — 1968, 11 pages

A survey of case loads by type of district, level of student and area of disability. Contains general information about professional organizations and meeting dates.

STATUS SURVEY OF OHIO SCHOOL SPEECH AND HEARING THERAPISTS — 1967, 12 pages

A summary of types of districts and population base of areas employing therapists; salary; contract and travel information; professional training.

CHILD STUDY:

ANALYSIS OF CASE LOAD OF OHIO SCHOOL PSYCHOLOGISTS — 1966, 15 pages

A survey of the general case loads of school psychologists in terms of distribution by age, sex, grade, levels of intelligence, and reasons for referral.

THE BENDER GESTALT TEST WITH THE HUMAN FIGURE DRAWING TEST FOR YOUNG SCHOOL CHILDREN — 1962, 28 pages

A manual for qualified psychologists which includes the Koppitz Scoring system. This publication can be issued to qualified psychologists only

CAREERS IN SCHOOL PSYCHOLOGY IN OHIO SCHOOLS — 1961

A brochure for high school and college students describing the vocational opportunities in school psychology.

CERTIFICATION REQUIREMENTS FOR SCHOOL PSYCHOLOGISTS IN FIFTY STATES AS OF APRIL, 1965

EXPERIMENTAL PROGRAMS FOR EMOTIONALLY HANDICAPPED CHILDREN IN OHIO, 1968, 64 pages

A survey of the development of Ohio's school programs for emotionally handicapped children, including a description of each experimental class.

A GUIDE FOR THE PREPARATION OF SCHOOL PSYCHOLOGICAL REPORTS IN THE PUBLIC SCHOOLS — 1960, 7 pages

A bulletin for school psychologists and interns presenting a suggested outline for and content of reports in school psychology.

THE IMPACT OF CHILD STUDY ON EDUCATION — 1962, 26 pages

A monograph for psychologists and educators on the effects of the University of Maryland's child study program are summarized. This is the first P. O. Wagner Memorial Lecture and was delivered by Dr. Daniel Prescott.

PERSONNEL PRACTICES FOR SCHOOL PSYCHOLOGY—1964, 8 pages, Revised, 1969.

A statement of guidelines for personnel practices for school psychology. Guidelines as developed by the Professional Problems Committee of the Ohio School Psychologists' Association are suggestive of good personnel practices and procedures.

PRELIMINARY REPORT 1967-1968 SURVEY OF SCHOOL PSYCHOLOGISTS

PSYCHOLOGICAL EVALUATION AND SCREENING PROCEDURES FOR SLOW LEARNING CHILDREN — 1963, 5 pages

A bulletin for school psychologists suggesting several alternative procedures that may be used for initial identification of the educable mentally retarded child.

THREE VIEWS OF HUMAN DEVELOPMENT — 1967

A monograph for psychologists and educators focusing on child development from different points of view. This was the second P. O. Wagner Memorial Lecture and was delivered by Dr. Jerome Kagan, Dr. Richard Alpert and Dr. Arthur Jersild.

VISITING TEACHER:

ENTRY CERTIFICATION REQUIREMENTS OF VISITING TEACHERS AND SCHOOL SOCIAL WORKERS IN FIFTY STATES — 1967, 41 pages

A survey of the minimal certification requirement, including course requirements, in all states as of April, 1965.

GIFTED:

ADVANCED PLACEMENT IN OHIO — 1964

A brochure developed for teachers, administrators, students and parents to answer questions concerning the Advanced Placement Program.

ENRICHMENT — CLASSROOM CHALLENGE — (Revised 1966), 124 pages

This booklet contains enrichment ideas and activities for the classroom teacher. It encompasses enrichment in the elementary classroom and in secondary school subject matter areas. Sections on community responses, instructional media, letter exchange and selected bibliography are also included.

TEACHER'S GUIDE — 7th GRADE MATHEMATICS FOR THE ACADEMICALLY TALENTED — 1964, 128 pages

A bulletin developed as an outgrowth of the Cleveland Accelerated Mathematics Project.

TEACHER'S GUIDE — 8th GRADE ALGEBRA FOR THE ACADEMICALLY GIFTED — 1964, 284 pages

A bulletin developed as an outgrowth of the Cleveland Accelerated Mathematics Project.